

DOCUMENT RESUME

ED 337 216

JC 910 452

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TITLE Promoting Career Opportunities in Nursing to the
Minority and Male Population of Galveston.
INSTITUTION Galveston Coll., TX.
SPONS AGENCY American Association of Community and Junior
Colleges, Washington, D.C.; Metropolitan Life
Foundation.
PUB DATE Jul 91
NOTE 12p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Associate Degrees; Community Colleges; *Males;
*Mentors; *Minority Groups; *Nursing Education;
*Outreach Programs; Program Descriptions; Program
Implementation; *Student Recruitment; Two Year
Colleges

ABSTRACT

In 1991, a project was undertaken to increase the number of minority and male students entering and completing the Associate Degree Nursing (ADN) program at Galveston College (GC) in Texas. The goal of the project was achieved in three interrelated phases. The initial phase focused on establishing an outreach program within the community. The second phase provided a nurse camp for the prospective students to get acquainted with each other, as well as with student nurses, the project director, and the project counselor. The third phase created a registered nurse (RN) mentor program for the participants in the project. The outreach phase emphasized the involvement of presently enrolled ADN students as student mentors. The student mentors searched the community for and brought to the nurse camps those individuals who met the criteria for inclusion as participants in the project. The nurse camps and RN mentor phases overlapped and were attended by the participants, student nurse mentors, and RN mentors. Project events were scheduled throughout the year, including luncheons, visits to a nurse laboratory session, and attendance at a student nurse association meeting. The activities provided a realistic view of nursing school, fostered group support, and exposed the prospective students to resources that would enable them to enter and successfully complete the nursing program. The outreach phase of the project resulted in 31 prospective students attending the first activity, 17 of whom ultimately enrolled either in the nursing program or in courses preparing them for enrollment in the program. (JMC)

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**PROMOTING CAREER OPPORTUNITIES IN NURSING
TO THE MINORITY AND MALE POPULATION OF GALVESTON**

**A PROJECT REPORT
BY
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JULY, 1991

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PROMOTING CAREER OPPORTUNITIES IN NURSING TO THE MINORITY AND MALE POPULATION OF GALVESTON

The purpose of this project, funded by AACJC/Metropolitan Life Foundation and supported by Galveston College and St. Mary's Hospital of Galveston, was to increase the number of ethnic minority and male students entering and completing the Associate Degree Nursing program at Galveston College. The project was part of the commitment which the College sustains toward alleviating the nursing shortage within the locale of the College.

This project addressed the promptings of Farrell (1988) that the nursing profession seriously consider altering recruitment strategies to reflect the needs of ethnic minorities. Furthermore, the project was a positive follow-up to the observation of Bergman (1985) that some schools of nursing are placing an emphasis on recruitment of men to offset declining enrollments.

Implementation of the Project

The goal of the project to recruit ethnic minorities and males into nursing was achieved with three separate but interrelated phases.

The initial phase focused upon establishing an outreach program within the community. The second phase provided a "nurse camp" for the prospective students to get acquainted with each other, as well as with student nurses, the project director, and the project counselor. The third phase created a registered nurse mentor program for the participants in the project.

The outreach phase emphasized the involvement of presently enrolled associate degree nursing students (student mentors). The student nurse mentors chose, as part of a nursing course assignment, to search the community for and bring to the nurse camp those individuals who met the criteria for inclusion as participants in the project.

The nurse camps and registered nurse mentor phases overlapped and were attended by the participants, student nurse mentors, and registered nurse mentors. These two phases of the project scheduled events throughout the year; such as, luncheons, visiting a nursing laboratory session, attending a student nurse association meeting, academic advising, and financial counseling. These activities enhanced the development of rapport and bonding between all who attended and helped to maintain the interest of the participants. The activities also provided a realistic view of nursing school, fostered group support, and exposed the prospective students to resources that would enable them to enter and successfully complete the nursing program.

The registered nurse phase of the project related well to the comment of Kersten and Meyer (1991) that nurses can help themselves to maintain steady recruitment of good and qualified individuals as colleagues by encouraging those individuals to enter nursing.

During the remainder of the year each participant was contacted frequently, either in person or by telephone, to encourage them in their efforts toward becoming a nurse. The participants were contacted by the student who had first invited the participant to attend the nurse camp, and by the project director or the project counselor.

Rawlins et al (1991) advised that understanding the needs and wants of nontraditional groups is essential to the success of recruiting efforts, and implementation of the project at Galveston college included paying careful attention to the individual needs of each participant. This special caring and assisting attitude of the student and faculty mentors proved to be the key to the success of the project.

Results

The accomplishments of recruiting ethnic minority and male individuals into nursing were gratifying. The outreach phase of the project resulted in thirty-one prospective students along with their student mentors attending the first activity. One of the student mentors, who had been a long shoreman prior to his enrollment in the associate degree nursing program, brought seven of the prospective students.

Seventeen of the participants who attended the first activity ultimately enrolled either in the nursing program or in courses preparing them for enrollment in the program. Three more plan to enroll as soon as appropriate financial support can be found for them.

When the project was proposed, it was anticipated that twenty individuals would respond to the outreach phase, and it was hoped that ten of the participants would actually enroll. Thirty-one responded and seventeen enrolled.

Demographic data were collected; however, limited time and budget did not allow for study on the demographics during the project.

Discussion

Ormeaux (1990) wrote that attracting capable young people to the nursing profession and retaining them in the nursing programs is an increasingly critical goal in this country, and Rawlins et al (1991) cautioned that nursing education programs can no longer afford the luxury of sitting back and hoping students will find their way to their doors. Kippenbrock (1990) reported that minimal attention has been given to targeting men as a source of nursing school applicants, and Tucker-Allen (1989) pointed out that minority students are not being admitted to schools in numbers proportional to the general population. The project at Galveston College heeded these warnings and was designed to recruit ethnic minority and male students into nursing.

During the entire project the faculty and student mentors focused upon each participant's individual needs, talents, and innate abilities while informing them and guiding them toward independence. Dreams, wishes and hopes about becoming nurses were shared between participants and mentors. As the participants began to feel accepted and informed they gained self assurance about being able to accomplish in nursing. They often made such statements to the mentors as, "If you could do it, I can do it" and "When I tried to enroll in a college years ago, I would have made it if I had gotten this kind of attention and help."

The "I care about you" attitude which pervaded all of the activities helped to make the project a success.

Conclusion

Even though the project was to recruit ethnic minorities and males into nursing, this model could be used for recruitment in other programs in institutions of higher education. Each prospective student needs to feel that some one; such as others students and faculty mentors, care and will guide them according to their individual educational needs.

The following recommendations have been developed to guide and direct those who are concerned about recruitment of ethnic minority and male students.

1. Followup "caring activities" for these seventeen new students, as they meet new challenges in nursing education, should be provided to encourage them to complete the program.
2. Tracking of the new students should be carried out to determine the relationship between those entering and those completing the program.
3. Financial support for the students who have such a need should be sought and used.
4. The demographic data of the participants should be studied in relation to the success rate in the program.
5. Replication of the project should be performed in the subsequent years to continue to alleviate the nursing shortage.

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APPENDICES

EXPENDITURES

Project Director	
156.5 hours @ \$25.00/hour	\$3,912.50
Project Counselor	
156 hours @ \$25.00/hour	\$3,900.00
Employee Benefits	1,036.80
Local Business Expense	65.18
Photography	16.00
Postage	14.40
Travel	39.00
Outreach Materials	<u>115.25</u>
TOTAL	\$9,099.14

IN KIND SUPPORT

Galveston College:

Project Director	
34 hours @ \$25.00/hour (in kind)	\$ 850.00
60 hours @ \$25.00/hour (personal time volunteered to project)	1,500.00
 Project Counselor	
29.5 hours @ \$25.00/hour	737.50
 Assistant Dean - Health Occupations	1,050.00
42 hours @ \$25.00/hour (approximation)	
 Twenty-four student nurses	3,600.00
360 hours @ \$10.00/hour (approximation)	
 Staff services (approximation)	<u>3,000.00</u>
TOTAL:	\$10,737.50

St. Mary's Hospital (approximations):

Director of Nursing Service	
48 hours @ \$25.00/hour	\$ 1,200.00
 24 Registered Nurses	
350 hours @ \$20.00/hour	7,000.00
 Staff Services	<u>2,500.00</u>
TOTAL:	\$10,700.00
 TOTAL:	\$21,437.50

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